



Lighthouse | Assessment Policy

1. Purpose and Scope

This policy outlines how Lighthouse Tuition South-West assesses, monitors, and supports student progress.

Our approach to assessment is designed to:

- Support learning and development
- Inform high-quality teaching
- Recognise individual progress and achievement
- Be inclusive and responsive to individual needs, including SEND

This policy applies to:

- All tutors, staff, and contractors
- All students receiving tuition or alternative provision
- All delivery settings including home, hubs, schools, and community environments

2. Legal and Educational Framework

This policy is informed by:

- Children Act 1989 & 2004
- Equality Act 2010
- SEND Code of Practice (2015)
- Keeping Children Safe in Education (2025)
- National Curriculum (England)

3. Principles

Lighthouse Tuition South-West adopts a holistic and child-centred approach to assessment.

We believe that:

- Assessment should support learning, not create pressure
- Progress is individual and not always linear
- Academic, social, emotional, and functional development are equally important
- Assessment must be accessible and inclusive for children with SEND

We recognise that for many learners, particularly those in alternative provision, progress may be demonstrated through:

- Engagement and participation
- Increased confidence and regulation
- Development of communication and independence
- Readiness to learn

4. Curriculum and Planning

All academic planning and delivery:

- Follows the National Curriculum where appropriate
- Is ambitious and tailored to the individual learner
- Takes into account SEND needs, including EHCPs and Individual Education Plans (IEPs)





Our approach integrates:

- Occupational therapy-informed strategies (e.g. movement, sensory regulation)
- Creative and arts-based approaches
- Flexible, adaptive teaching methods
- Assessment informs planning, and planning adapts in response to assessment.

5. Types of Assessment

a. Formative Assessment

Formative assessment is ongoing and embedded within every session.

Tutors assess learning through:

- Observation
- Questioning and discussion
- Reviewing work completed during sessions
- Monitoring engagement, confidence, and understanding

This allows tutors to:

- Adapt teaching in real time
- Identify gaps in knowledge or skills
- Respond to individual needs

b. Summative Assessment

Summative assessment is used where appropriate to measure progress over time.

This may include:

- Baseline assessments
- End-of-unit or topic assessments
- Standardised materials (where appropriate)

For alternative provision, summative assessment may be more structured to support reporting requirements.

6. Recording and Tracking Progress

Progress is recorded in a way that reflects the context of provision:

For tuition (home or small group):

- Informal, ongoing assessment
- Verbal feedback provided to parents/carers before and after sessions
- Session notes recorded where appropriate

For alternative provision:

- More formal tracking is completed
- Progress is recorded on digital tracking sheets
- Data may include academic progress, engagement, attendance, and personal development

Tracking systems are used to:

- Monitor progress over time
- Inform planning and intervention
- Provide evidence for schools, local authorities, or other professionals





7. Feedback

Feedback is a key part of the assessment process.

Lighthouse Tuition South-West ensures:

- Regular verbal feedback is shared with parents/carers
- Students receive clear, supportive feedback appropriate to their needs
- Feedback focuses on effort, progress, and next steps

Feedback is:

- Immediate where possible
- Constructive and encouraging
- Adapted to the communication needs of the learner

8. SEND and Inclusive Assessment

Assessment methods are adapted to ensure accessibility for all learners.

This may include:

- Adjusting expectations and outcomes
- Using alternative methods of recording (e.g. verbal responses, practical tasks)
- Allowing additional time or breaks
- Recognising non-academic progress

Tutors must ensure that assessment:

- Reflects the child's individual starting point
- Aligns with EHCP or IEP targets where applicable
- Does not disadvantage or overwhelm the learner

9. Monitoring and Review

Progress is reviewed regularly to ensure provision remains effective.

This may include:

- Ongoing informal review through sessions
- Periodic formal reviews for alternative provision
- Collaboration with parents, carers, schools, and other professionals

Adjustments to provision will be made based on assessment outcomes.

10. Roles and Responsibilities

Tutors must:

- Use formative assessment to inform teaching
- Record progress appropriately
- Provide clear and regular feedback
- Adapt assessment methods for SEND needs

Lighthouse Tuition South-West will:

- Provide systems for tracking and recording progress
- Ensure assessment practices are consistent and appropriate
- Support tutors in delivering high-quality assessment





11. Data Protection and Confidentiality

All assessment records will be:

- Stored securely
- Managed in line with the GDPR and Data Protection Policy
- Shared only with relevant parties where appropriate

12. Policy Review

This policy will be reviewed annually or in response to changes in guidance or provision.

Name of Tutor: _____

Signed by Tutor: _____

Date: _____

Signed on behalf of Lighthouse Tuition (South-West)

Director Name: _____

Signature: _____

Date: _____

